

**University of Waterloo**  
**Department of Philosophy**  
**PHIL 201**  
**Philosophy of Sex and Love**  
**Fall 2016**  
**Tue/Thur 2:30-3:50, ML 349**

**Instructor and T. A. Information**

Instructor: Patricia Marino  
Office: HH 332  
Office Phone: ext. 32779  
Office Hours: Wednesdays 2-4 and by appointment  
Email: pmarino@uwaterloo.ca

T.A.: TBA  
Email: TBA  
Office: TBA  
Office Hours: TBA

**Course Description**

This course will consider various topics in the philosophy of sex and love, with a focus on contemporary issues and research. We will discuss questions having to do with lust, objectification, consent and rape, sex work, medicalization, the nature of love and its relation to autonomy, orientations and identities, race, relationships and preferences, polyamory, and promising to love. The course takes a philosophical approach to these topics. We'll talk more about what this means in class, obviously, but broadly speaking the philosophical method is one that uses reason and logic to figure out what is true. Clarity and precision in thought and expression are essential. This course does not endorse any particular conclusion about any of the topics listed. Rather, the point is for you to understand what others have had to say, and to develop, possibly change, and learn how to intelligently defend, your own opinions. This course covers some sensitive and potentially disturbing material; if you have questions or concerns about this please talk to me as soon as possible.

You should read the text listed for a given date before class and be ready to discuss it. I will post study questions on LEARN ahead of time for each reading and you should come to class having given some thought to these. Course announcements and information will be on the LEARN page so please check it daily.

If you have questions about the syllabus, the course, the requirements, the assignments, or anything else to do with this course, please do not hesitate to ask!

**Course Objectives**

As in most branches of philosophy, philosophical thinking about of sex and love encompasses a variety of theoretical approaches and perspectives on specific issues. This course aims to acquaint you with some of this variety, and to develop your understanding of the reasoning underlying the various perspectives we consider. It will also invite you to engage these

perspectives actively and critically by developing your own analyses and reasoned evaluations of the views discussed. This approach will contribute to the development of your critical thinking skills -- skills which are useful not only in philosophy, but in many other walks of life, both academic and non-academic. Our approach will also provide useful preparation for future courses in philosophy, especially higher-level courses in social and political philosophy.

By the end of this course, you should be able to:

- understand and explain various points of view on contested issues in sex and love;
- analyze and critically evaluate arguments philosophers of sex and love have developed;
- understand some of the ways theoretical issues concerning sex and love relate to broader political, legal, societal, and ethical issues;
- develop your own ideas and arguments concerning issues in philosophy of sex and love;
- effectively communicate your analyses, evaluations, and ideas in written work.

## **Readings**

All readings are posted on LEARN as pdfs you can download.

## **Course Requirements and Assessment**

- Paper 1: Oct 6, 20%
- Test 1: Oct 20, 20%
- Paper 2: Nov 17, 30%
- Test 2: Dec 1, 20%
- Attendance and participation: 10%

## **Papers**

The first paper should be 900-1200 words and topics will be handed out. For the first paper, you have the option of handing in a rewrite based on my comments. If you choose to do this your new paper grade will be an average of the original and the rewrite; your grade will not go down if the new draft is worse, but improved grades require significant changes and not just small edits. Paper assignments will ask you to write about your own ideas about a philosophical problem while engaging the texts and ideas we've encountered in class. The focus is on presenting an original argument. Of course this means the ideas in your papers must be your own; we will talk more in class about how to ensure that the ideas you present as your own really are, and how to cite any outside sources you do use appropriately. If you have any questions at any time about academic honesty and what it requires, do not hesitate to ask. Just raise your hand or approach me after class. The second paper should be similar in format and content to the first, with topics handed out. The second paper should be 1500-1800 words. For help with writing, check out [The Writing Centre](#).

## **Tests**

Tests will be a mix of short answer and short essay; test 1 covers the first six weeks of material. Test 1 covers the first half of the course and test 2 the second half.

## Attendance and Participation

Attendance is required and everyone should participate in class discussion. Participation includes various things: you may pose an informed question, or volunteer an answer a question, or offer a response to me or to another student. Participation in this class can also take any the following forms: you can speak up during class, you can email a comment or question to me, or you can come talk with me one on one. If you post or email your contribution, I may read it out loud in class (without identifying who you are). If you come to class regularly without participating, your attendance and participation grade will be 70 percent (you may miss up to three classes for any reason with no penalty). If you participate regularly that will increase your participation grade; if you attend less frequently that will lower it. I will post attendance and participation grades on LEARN at the end of term; if you don't agree with yours please email me and we can discuss it.

## Course Outline

### Week 0: Introduction

- Sept 8: Introduction. No reading assigned.

### Week 1: Lust

- Sept 13: Simon Blackburn, *Lust: The Seven Deadly Sins* (Oxford University Press, 2004), Chapters 3, 10, and 11. (Don't worry; these chapters are short.)
- Sept 15: class cancelled

### Week 2: Objectification

- Sept 20: Martha Nussbaum, "Objectification," *Philosophy and Public Affairs* 24 (1995).
- Sept 22: Martha Nussbaum, "Objectification," *Philosophy and Public Affairs* 24 (1995), continued.

### Week 3: Objectification continued, and pornography

- Sept 27: Patricia Marino, "The Ethics of Sexual Objectification: Autonomy and Consent," *Inquiry* 51 (2008), 345-364.
- Sept 29: Nancy Bauer, "Pornutopia," *n+1* 5 (2007), online at <http://nancybauer1.com/doc/bauer%20pornutopia%20n+1.pdf> and Ann Garry, "Sex, Lies, and Pornography," in *Ethics in Practice: An Anthology*, 344–355.

### Week 4: Consent and date rape

- Oct 4: Lois Pineau, "Date Rape: A Feminist Analysis," *Law and Philosophy* 8 (1989), 217-243.
- Oct 6: Alan Soble, "Antioch's Sexual Offense Policy: A Philosophical Exploration," *Journal of Social Philosophy* 28 (1997), 22-36. **First paper due.**

### Week 5: Sex work

- Oct 11: FALL BREAK - NO CLASS
- Oct 13 Yolanda Estes, "Moral Reflections on Prostitution," *Essays in Philosophy* 2 (2001), and Laurie Shrage, "Should Feminists Oppose Prostitution?" *Ethics* 99 (1989), 347-361.

### **Week 6: Medicalization and first test**

- Oct 18: John Bancroft, "The Medicalization of Female Sexual Dysfunction: The Need for Caution," *Archives of Sexual Behavior*, 31(5) (2002), 451-455 and Leonore Tiefer, "Female Sexual Dysfunction: a Case Study of Disease Mongering and Activist Resistance," *PLoS Medicine*, 3(4), (2006), e178.
- Oct 20: **First test**

### **Week 7: Identities and orientations of sex and love**

- Oct 25: Ed Stein, "Sexual Orientations, Rights, and the Body: Immutability, Essentialism, and Nativism. *Social Research: an International Quarterly*, 78(2), 633–658 (2011).
- Oct 27: William Wilkerson "Is It a Choice? Sexual Orientation as Interpretation," *Journal of Social Philosophy* 40.1 (2009): 97-116.

### **Week 8: Theories of love: union views**

- Nov 1: Robert Nozick, "Love's Bond," in his *Examined Life*, Simon and Shuster, 1989.
- Nov 3: Noël Merino, "The Problem with 'We': Rethinking Joint Identity in Romantic Love," *Journal of Social Philosophy* 35 (2004) 123-132.

### **Week 9: Theories of love: caring views**

- Nov 8: Harry Frankfurt, "Autonomy, Necessity, and Love" in his *Necessity, Volition, and Love*, Cambridge University Press, 1999.
- Nov 10: Gary Foster, "Bestowal Without Appraisal: Problems in Frankfurt's Characterization of Love and Personal Identity," *Ethical Theory and Moral Practice*, 12(2) (2009), 153–168.

### **Week 10: Race, relationships, and preferences**

- Nov 15: Raja Halwani, "Racial Sexual Desires," pre-print.
- Nov 17: Robin Zheng, "Why Yellow Fever Isn't Flattering: A Case Against Racial Fetishes," pre-print. **Second paper due.**

### **Week 11: Polyamory**

- Nov 22: Elizabeth Emens, "Monogamy's Law: Compulsory Monogamy and Polyamorous Existence," *NYU Review of Law & Social Change*, 29 (2004), sections I, II, and III (pages 277-330).
- Nov 24: Elizabeth Emens, "Monogamy's Law: Compulsory Monogamy and Polyamorous Existence," *NYU Review of Law & Social Change*, 29 (2004), sections IV, V, and VI (pages 330-376).

### **Week 12: Marriage promises and second test**

- Nov 29: Elizabeth Brake, "Is Divorce Promise-Breaking?" *Ethical Theory and Moral Practice* 14 (2011), 23-39.
- Dec 1: **second test**

### **Late work**

Please submit your papers to LEARN before class on the day they are due. Obviously, you should hand in your papers on time, but if you must be late, I will subtract three percentage

points from your paper grade per day of lateness. If you experience unexpected difficulties like illness or personal difficulties, please let me know as soon as possible; if you expect to miss a deadline, let me know by email before the deadline rather than after.

### **Information on Plagiarism Detection**

No formal or technological plagiarism detection mechanisms will be used in this class.

### **Electronic Device Policy**

There is no formal policy against the use of laptops or tablets in class, but there are two rules: 1) please do not use technology in ways that are distracting to me or to the other students and 2) please be mentally present for what is going on in the classroom. This means no videos, no social networking, no email, and no checking your phone during class. If you must use your phone, please leave the classroom.

### **Etiquette**

Please feel free to call me "Patricia." Or you can call me "Professor Marino" or "Dr. Marino" if you prefer.

### **Attendance Policy**

Attendance is required, but you may miss up to three class meetings with no penalty. See information under "Attendance and participation" above. If you experience unexpected problems like illness or personal difficulties, or you expect to miss more than three class meetings for any other reason, please let me know as soon as possible.

### **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 -](#)

[Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

*Appeals:* A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### **Accommodation for Students with Disabilities**

*Note for students with disabilities:* The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.